Plantersville Elementary

1668 Exodus Drive
Georgetown, South Carolina 29440

Grades	PK−5 Elementary School	
Enrollment	122 Students	
Principal	Dr. Arthur Lance, Jr.	843−546−8454
Superintendent	Dr. H. Randall Dozier	843−436−7000
Board Chair	Mr. Joe M. Crosby	843−436−7000

The State of South Carolina

Annual School Report Card

2005

ABSOLUTE RATING   AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	63	13

IMPROVEMENT RATING   AVERAGE

ADEQUATE YEARLY PROGRESS   YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4−YEAR PERIOD

|	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Excellent	N/A
2003	Good	Excellent	Yes
2004	Good	Below Average	Yes
2005	Average	Average	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory − School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004−05 whose 2003−04 test scores were located.   94.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
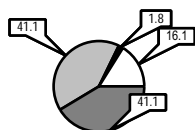
English/Language Arts   Mathematics   Science   Social Studies
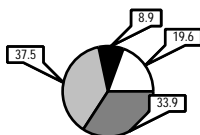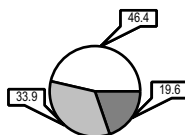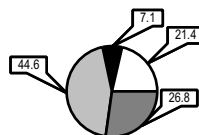
Our School

Elementary Schools with Students like Ours
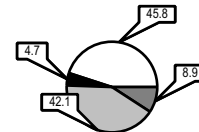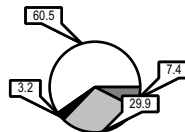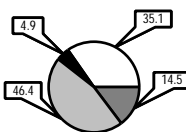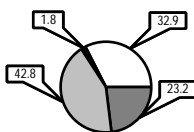
Definition of Critical Terms

■	**Advanced**	Very high score; very well prepared to work at next grade level; exceeded expectations
■	**Proficient**	Well prepared to work at next grade level; met expectations
■	**Basic**	Met standards; minimally prepared, can go to next grade level
□	**Below Basic**	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts − State Performance Objective = 38.2%									
All Students	59	100.0	16.1	41.1	41.1	1.8	57.1	Yes	Yes
Gender									
Male	41	100.0	23.1	43.6	33.3	0.0	53.8		
Female	18	100.0	0.0	35.3	58.8	5.9	64.7		
Racial/Ethnic Group									
White	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	57	100.0	16.1	41.1	41.1	1.8	57.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	49	100.0	4.3	44.7	48.9	2.1	68.1		
Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	59	100.0	16.1	41.1	41.1	1.8	57.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non−Limited English Proficient	59	100.0	16.1	41.1	41.1	1.8	57.1		
Socio−Economic Status									
Subsidized meals	51	100.0	18.8	41.7	37.5	2.1	50.0	Yes	Yes
Full−pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S		
Mathematics − State Performance Objective = 36.7%									
All Students	59	100.0	19.6	37.5	33.9	8.9	50.0	Yes	Yes
Gender									
Male	41	100.0	23.1	41.0	25.6	10.3	43.6		
Female	18	100.0	11.8	29.4	52.9	5.9	64.7		
Racial/Ethnic Group									
White	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	57	100.0	19.6	37.5	33.9	8.9	50.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	49	100.0	12.8	36.2	40.4	10.6	59.6		
Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	59	100.0	19.6	37.5	33.9	8.9	50.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non−Limited English Proficient	59	100.0	19.6	37.5	33.9	8.9	50.0		
Socio−Economic Status									
Subsidized meals	51	100.0	22.9	35.4	35.4	6.3	47.9	Yes	Yes
Full−pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
Science							
All Students	59	100.0	46.4	33.9	19.6	0.0	19.6
Gender							
Male	41	100.0	53.8	33.3	12.8	0.0	12.8
Female	18	100.0	29.4	35.3	35.3	0.0	35.3
Racial/Ethnic Group							
White	2	100.0	N/A	N/A	N/A	N/A	N/A
African American	57	100.0	46.4	33.9	19.6	0.0	19.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	49	100.0	36.2	40.4	23.4	0.0	23.4
Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	59	100.0	46.4	33.9	19.6	0.0	19.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Limited English Proficient	59	100.0	46.4	33.9	19.6	0.0	19.6
Socio−Economic Status							
Subsidized meals	51	100.0	52.1	31.3	16.7	0.0	16.7
Full−pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S
Social Studies							
All Students	59	100.0	21.4	44.6	26.8	7.1	33.9
Gender							
Male	41	100.0	23.1	46.2	23.1	7.7	30.8
Female	18	100.0	17.6	41.2	35.3	5.9	41.2
Racial/Ethnic Group							
White	2	100.0	N/A	N/A	N/A	N/A	N/A
African American	57	100.0	21.4	44.6	26.8	7.1	33.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	49	100.0	17.0	42.6	31.9	8.5	40.4
Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	59	100.0	21.4	44.6	26.8	7.1	33.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Limited English Proficient	59	100.0	21.4	44.6	26.8	7.1	33.9
Socio−Economic Status							
Subsidized meals	51	100.0	22.9	43.8	27.1	6.3	33.3
Full−pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

Year	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
				English/Language Arts				
2004	3	21	100.0	25.0	20.0	40.0	15.0	55.0
	4	23	100.0	17.4	47.8	34.8	N/A	34.8
	5	25	100.0	28.0	60.0	12.0	N/A	12.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	19	100.0	5.3	47.4	42.1	5.3	47.4
	4	21	100.0	27.8	27.8	44.4	0.0	44.4
	5	19	100.0	15.8	47.4	36.8	0.0	36.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
				Mathematics				
2004	3	21	100.0	20.0	70.0	10.0	N/A	10.0
	4	23	100.0	21.7	47.8	21.7	8.7	30.4
	5	25	100.0	8.0	60.0	28.0	4.0	32.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	19	100.0	21.1	47.4	26.3	5.3	31.6
	4	21	100.0	27.8	27.8	44.4	0.0	44.4
	5	19	100.0	10.5	36.8	31.6	21.1	52.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
				Science				
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	19	100.0	36.8	31.6	31.6	0.0	31.6
	4	21	100.0	55.6	33.3	11.1	0.0	11.1
	5	19	100.0	47.4	36.8	15.8	0.0	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
				Social Studies				
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	19	100.0	31.6	42.1	10.5	15.8	26.3
	4	21	100.0	5.6	33.3	61.1	0.0	61.1
	5	19	100.0	26.3	57.9	10.5	5.3	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data
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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 122)				
First graders who attended full−day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.0%	Up from 2.4%	4.0%	3.0%
Attendance rate	98.3%	Up from 98.2%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.7%	Up from 0.0%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	5.5%	3.2%
Eligible for gifted and talented	5.1%	Down from 9.5%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.6%	Down from 8.4%	8.1%	8.2%
Older than usual for grade	0.0%	No change	1.8%	0.9%
Out−of−school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 12)				
Teachers with advanced degrees	58.3%	Down from 61.5%	50.0%	52.6%
Continuing contract teachers	91.7%	Up from 84.6%	77.4%	83.3%
Highly qualified teachers	91.7%	Down from 100.0%	92.0%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	0.0%
Teachers returning from previous year	89.3%	Up from 83.3%	82.9%	87.0%
Teacher attendance rate	92.8%	Down from 95.0%	94.9%	95.0%
Average teacher salary	$43,588	Up 6.9%	$40,277	$41,703
Prof. development days/teacher	14.3 days	Up from 12.5 days	14.3 days	12.8 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student−teacher ratio in core subjects	12.2 to 1	Down from 12.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	90.5%	Down from 92.6%	88.8%	89.8%
Dollars spent per pupil*	$14,423	Up 5.2%	$7,418	$6,242
Percent of expenditures for teacher salaries*	48.2%	Up from 44.5%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	95.0%	89.4%
Highly qualified teachers in high poverty schools	95.3%	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Plantersville Elementary School, through the efforts of our updated School Renewal and Title I Plans and Retraining Grant, continues to focus on early detection and assistance and the use of scientifically research based materials for children needing academic help at an early age. The percentage of students ready for first grade, as measured by the South Carolina Readiness Assessment (SCRA) dimensions and retention rates for 2004 validates the need for continued use of Extended Day program for students who need additional/or accelerated assistance. Also, in 2004 Plantersville Elementary met AYP, had a good absolute rating and was recognized for closing the achievement gap by SC Department of Education for historically underachieving students.

PACT 2003 data indicated that 21% (third grade), 17% (fourth grade) and 44% (fifth grade) were below basic in English/Language Arts and 25% (third grade), 25% (fourth grade) and 9% (fifth grade) were below basic in Math. However 2004 data indicated that 24% (third grade), 17% (fourth grade) and 28% (fifth grade) were below basic in English/Language Arts and 19% (third grade), 22% (fourth grade) and 8% (fifth grade) were below basic in math. This strongly suggests that the intense focus is working but we still need a greater effort in problem solving and critical thinking strategies for student achievement in our at-risk populations.

As indicated by surveys, PACT and MAP assessment there is a need for additional learning time for students. Extended Day, Tutorial and Homework programs are provided for our students throughout the school year. Plantersville Elementary through a SC READS grant has created a parenting center supported by a Title I part-time Family Literacy Facilitator and State/District funded Early Literacy Coach. These efforts have enhanced our existing curriculum and involved parents in their child's schooling. Based on all data, it is evident that sustained staff development is needed for staff and parents in scientifically research based learning/teaching techniques, early childhood and instructional technology. Scientifically research based diagnosis and prescriptive reading/ math approaches/ varied learning styles will be utilized to meet the needs of at-risk populations. Therefore, intense focus is being addressed through our School Renewal and Title I Plans, Curriculum Calibration, SC READS/SCRI reading initiatives and SC Frameworks to better prepare teachers to become more successful with their students' academic achievement.

Dr. Arthur Lance, Jr. Principal
Carlton McCall

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	19	19
Percent satisfied with learning environment	100.0%	89.5%	73.7%
Percent satisfied with social and physical environment	88.9%	94.7%	68.4%
Percent satisfied with school−home relations	83.3%	89.5%	78.9%

*Only students at the highest elementary school grade level at this school and their parents were included.